U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12NJ1

School Type (Public Schools): (Check all that apply, if any) ☐ Charter ☑ Title 1 ☐ Magnet ☐ Choice

Name of Principal: Mr. Chetram Singh

Official School Name: West Caldwell Tech School

School Mailing Address: 620 Passaic Avenue
West Caldwell, NJ 07006-6711

County: Essex State School Code Number*: 13-1390-080

Telephone: (973) 412-2205 E-mail: csingh@essextech.org

Fax: (973) 575-2680 Web site/URL: http://www.essextech.org/wc/wc_index.php

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Michael Pennella Superintendent e-mail: mpennella@essextech.org

District Name: Essex County Vocational Technical Schools District Phone: (973) 412-2060

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Reverend Edwin D. Leahy

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12NJ1

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2006.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

12NJ1

All data are the most recent year available.

DISTRICT

1. Number of schools in the district (per district designation):
   - 0 Elementary schools (includes K-8)
   - 0 Middle/Junior high schools
   - 4 High schools
   - 0 K-12 schools
   - 4 Total schools in district
2. District per-pupil expenditure: 24411

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area

4. Number of years the principal has been in her/his position at this school: 1

5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	0	0	0
1	0	0	0		8	0	0	0
2	0	0	0		9	43	49	92
3	0	0	0		10	40	35	75
4	0	0	0		11	41	31	72
5	0	0	0		12	35	34	69
							Total in Applying School:	308

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
2 %	Asian
42 %	Black or African American
41 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
15 %	White
0 %	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 8%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1, 2010 until the end of the school year.	14
(2)	Number of students who transferred ***from*** the school after October 1, 2010 until the end of the school year.	12
(3)	Total of all transferred students [sum of rows (1) and (2)].	26
(4)	Total number of students in the school as of October 1, 2010	308
(5)	Total transferred students in row (3) divided by total students in row (4).	0.08
(6)	Amount in row (5) multiplied by 100.	8

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 83%

Total number of students who qualify: 170

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

The percent of students receiving free /reduced lunch is for the full time students only.

When the shared-time students are included in the count, the percent of students getting free or reduced lunch is 215/308=70%

10. Percent of students receiving special education services: 69%

Total number of students served: 212

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

1	Autism	0	Orthopedic Impairment
0	Deafness	17	Other Health Impaired
0	Deaf-Blindness	122	Specific Learning Disability
3	Emotional Disturbance	0	Speech or Language Impairment
0	Hearing Impairment	3	Traumatic Brain Injury
46	Mental Retardation	0	Visual Impairment Including Blindness
20	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	2	0
Classroom teachers	31	2
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	8	0
Paraprofessionals	8	0
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	0	0
Total number	49	2

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 10:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	94%	94%	99%	94%	94%
High school graduation rate	100%	100%	100%	100%	100%

14. **For schools ending in grade 12 (high schools):**
Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	41
Enrolled in a 4-year college or university	22%
Enrolled in a community college	53%
Enrolled in vocational training	5%
Found employment	7%
Military service	3%
Other	10%
Total	**100**%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

 No

 Yes

If yes, what was the year of the award?

PART III - SUMMARY

12NJ1

West Caldwell Tech is one of four high schools that comprise the Essex County Vocational Technical School district. It was opened in 1976 to primarily to serve special needs students. At present, the school serves a diverse student population of shared and full time students, with over 60% of them classified in the special needs subgroup. Of the full time students, 40% are Black and 54% are Hispanic. Over 80% of the fulltime students receive free or reduced lunch: the school is implementing a school-wide program. The mission of the school is to prepare students for further education or job placement leading to successful employment. Its vision is to ensure that programs and services are designed to meet the needs of high school students, as well as the requirements of college, technical schools, employers and the community. In addition, all students will master the New Jersey core curriculum content standards at all grade levels.

For many years, the district and school took great pride in addressing the needs of the special needs students, providing them with the knowledge and skills to be productive in society. However, when the No Child Left Behind legislation took effect, the school struggled to meet the academic performance targets. In 2003, the proficiency rate in mathematics and language arts literacy was 3% and 9% respectively. These results were unacceptable to all stakeholders and the need to turn the school around became paramount. With relentless focus on high quality instruction and improved student outcome, the district designed and implemented intervention strategies that turned the school around in the succeeding years. Despite the numerous challenges faced in addressing the varying needs of the special needs students, the academic performance of those students improved continuously over the years. The school achieved adequate yearly progress (AYP) in 2010 and 2011 with record proficiency rates in both mathematics and language arts literacy. The proficiency rates of 69% and 75% in mathematics and language arts literacy respectively are the highest in the history of the school.

Of special significance is the exceptional performance of the special needs students. Despite being exempt from passing the state's standardized test in their junior year, these students consistently did very well, even outperforming the regular education students. In 2010, of the special needs students who were exempt from passing the standardized state test, 40% and 44% of the exempt students were proficient in mathematics and language arts literacy, respectively. In 2011, there was further improvement with 50% and 67% of them demonstrating proficiency in mathematics and language arts literacy.

Further improvement is already evidenced by the results in the current 2011-12 school year. The proficiency rate of 80% in mathematics and 82% in language arts literacy has already surpassed last year's performance. The special needs students have also registered their best performance yet with 97% and 94% in mathematics and language arts literacy, respectively. This performance is well above the average in the state and country. This strong academic performance has earned West Caldwell Tech the distinction of being the only school in New Jersey receiving the School Improvement Grant to be out of status.

With the recent enrollment of regular education students, West Caldwell Tech offers a strong, rigorous and challenging curriculum that is beginning to take hold. The Honors program provides students a new level of rigor and challenge. In mathematics, courses include: Honors Algebra, Honors Geometry, Honors Algebra II and Pre-Calculus. These courses complement the Honors English courses which include: Honors Literary Survey, British Literature and Honors English III. Mastery of these courses prepares students for college and a successful career. In addition, the school has partnered with the Essex County Community College (ECC) to offer two courses, a developmental mathematics course and College Success Seminar. Students who successfully complete the mathematics course are awarded 4.5 credits from the college and do not have to repeat the class if they choose to attend ECC. The College Success Seminar is a program that addresses college readiness skills such as time management, research, reading and study skills.

With West Caldwell Tech being a recipient of the School Improvement Grant (SIG), the school was able to implement the first one-to-one laptop computer program in the district. All students have been assigned a laptop computer which they take home. This initiative has tremendously boosted the instructional program across all content areas in the school. Students are engaged in using technology to extend their learning beyond the classroom.

Implementing the required activities of the transformational model of the School Improvement Grant has also given the school the opportunity to increase the instructional time for students in its increased learning time program. Despite the challenges of addressing staffing needs and transportation of the students late in the day, all students are now being provided with a mandatory additional hour of targeted instruction. Students receive instruction in mathematics and language arts literacy as well as courses in career and technical education. Some students attend college preparatory classes and receive credits from the partnering county college.

The school also offers a robust program of career and technical education courses in which students gain valuable skills needed to pursue a career in that field. Courses include: Cosmetology, Retail Careers, Automotive Technology, Culinary Arts, Business Technology and Building Trades Technology. Recently added programs include: AgriScience and Digital Communications. The AgriScience course uses a multi-faceted approach to teach the application of scientific principles and emerging technologies in agricultural enterprises. The program uses the Curriculum for Agricultural Science Education (CASE) as a model and is part of the Agriculture, Food and Natural Resource (AFNR) career cluster. Digital Communications combines traditional Graphic Arts with state of the art computer assisted design and composition techniques. In addition, Music Production, part of the Visual and Performing Arts career cluster, teaches the fundamentals of music theory and creation, utilizing the computer and electronic instruments.

West Caldwell Tech has the distinction of being the only school in the district that has an Internet radio station, 620 WCT Radio. Students are guided by their teacher in broadcasting to the public. Students also take part in extracurricular offerings, which includes Student Government, Yearbook Club, Future Business Leaders of America, Skills USA and Future Farmers of America. Participation in organizations such as these provides a rich tradition for teamwork and leadership that contributes to students' character.

The school boasts a committed and dedicated staff with each working as vital member of the institution. They are strong advocates of students and work collaboratively on many projects that enhance learning opportunities and the culture of the school. In addition, the school has partnerships with the community that supports the needs of students, including the offer of employment career opportunities for many of them. In particular, there is an active and vibrant Parent-Teacher-Student-Association (PTSA) that supports the school's initiatives and facilitates a vital link between school and the community. There are also many partnerships with other outside agencies that serve the students. With the singular focus of improving the achievement of students, all stakeholders work collaboratively toward achieving this goal.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. The assessment results on the New Jersey standardized tests at West Caldwell Tech have significantly improved over the past few years. The school's goal is to meet Adequate Yearly Progress (AYP) by achieving the performance targets mandated by the No Child Left Behind legislation. For the first few years of the legislation, 100% of the students were classified as special needs with varying levels of cognitive challenges. All of these students were exempt from passing mathematics and language arts literacy sections of the state test. Those who were exempt from taking the state standardized test completed the Alternative Proficiency Assessment (APA). With the classification of these students, it was a tremendous challenge to use the benchmark of the NCLB achievement targets as the acceptable level of performance. Instead, the school uses Safe Harbor as the academic performance target.

As mentioned above, increased focus on improving the performance of all students by the implementation of various initiatives has turned the school around. Students have been demonstrating mastery of the state core curriculum standards by being proficient on the state test and have significantly improved the performance of the school in recent years. Even though the goal is to achieve the NCLB performance targets, the school aspires to reach the 100% proficiency in both mathematics and language arts literacy every year. It is making rapid progress toward achieving this goal.

B. Over the past five years, the performance of students has improved continuously every year. With continuous support from the district, the school has focused on improving the performance of all students in the various subgroups. With most of students in the special needs subgroup, more emphasis was placed in supporting the varying needs of these students. The increased focus has paid enormous dividends. More students have been demonstrating proficiency on the state's standardized tests in mathematics and language arts literacy. Proficiency rates have increased from 24% in both content areas in 2007 to 60% and 75% in mathematics and language arts respectively in 2011. The performance of the other subgroups, especially the special needs students has also improved dramatically during this period. The special needs students have registered their best performance in the history of the school with 56.3% and 65.6% in mathematics and language arts, respectively.

At the school and district level, stakeholders are cognizant of the need to narrow the achievement gap among student subgroups within the school and of those between whites and minority students. Emphasis is placed on improving the performance of all students. Efforts to narrow the achievement gap have been successful so far. In the 2010-11 school year, the proficiency rate in mathematics and language arts literacy for total students subgroup was 69% and 75% respectively. While there was no subgroup with more that 10% achievement gap in language arts, there was a gap of 13% between the special needs subgroup and the total students in mathematics. To address this need, a more robust response to intervention system was used to identify and address the specific needs of students.

A heavy emphasis on using data to guide instructional practices has been added to the school's positive momentum. With the school's comprehensive assessment program, student performance data is regularly collected, disaggregated and analyzed to identify student deficiencies. These deficiencies are addressed in the regular classes as well as in the increased learning time program. Students receive targeted support in mathematics and language arts for an additional hour after the regular school day. In addition, select students were given further support for a period during their career and technical education classes.

Access to rigorous and challenging curricula by students is another strategy used to improve student achievement and to close the achievement gap. Courses have been made more demanding in the honors courses raising the expectations of instructors and students. With honors program, the culture for learning has improved over the past few years. The special needs students also have access to more challenging

curricula in the inclusion classrooms. This model has tremendously improved the special needs students' performance on the state tests.

Students also take advantage of the one-to-one laptop program in which they increase learning opportunities beyond the school day. Students access web-based supplemental programs that the school provides for them to improve their performance in the core content areas. With over 70% the students performing below grade level when they enter the school, these programs address specific areas of deficiencies to get students on track. Programs include Read 180, Catch-up Math and My Access writing. Students also access open-sourced lessons such as the Khan Academy. In addition, the one-to one laptop program also gives students access to numerous resources that address their learning needs. They participate in projects that are interdisciplinary in nature and have the opportunity to communicate with their teachers and fellow students in real time.

In addition, there is a strong emphasis on providing job-embedded, high quality professional development for instructors. With the School Improvement Grant, the school is able to recruit expert outside consultants who demonstrate effective teaching strategies to instructors. They also provide in-class support by coaching teachers after observing and giving feedback on lessons taught. In addition, the district provides continuous training using the Danielson's Framework for Teaching as a guide. In particular, training is offered in linking formative assessments to lesson objectives.

2. Using Assessment Results:

The Essex County Vocational Technical school district has a well planned comprehensive assessment program for all its schools, including West Caldwell Tech. Students are assessed periodically with standards-based assessments at each grade level. Before students are enrolled in the 9th grade they are assessed in reading, language arts and mathematics using the Terra Nova test. The results of this test are used to identify students who need immediate academic support. Many of these students attend a 4-week summer enrichment program that offers instruction in mathematics and language arts by highly qualified teachers. At the end of the program, instructors meet and discuss their performance so as to provide the guidance department with valuable information that is then used to schedule at-risk students so as to provide additional academic support. In addition, during the first few weeks in the school year, instructors continuously assess students to identify those who are struggling so that they can be offered effective assistance.

During the school year students are also periodically assessed with standards-based assessments and the Measures of Academic Progress (MAP). The performance data is collected, disaggregated and analyzed using the NCLB subgroups. Analyses are also done with a focus on instructors and the meeting period. The detailed analysis is used to identify trends and to make adjustments in student and teacher schedules or to inform the leadership team of areas of focus for professional development and program modification.

Administrators use the student performance data to engage instructors in rich discussions on how they can address the identified needs of at risk students. With guidance from school leaders, instructors identify at least one intervention strategy to be used with specific students based their analysis of the assessment results. Students are also identified to attend academic support classes during part of their career and technical education classes and during the increased learning time program after school.

With the one to one laptop computer program, West Caldwell Tech is able to leverage the use of technology in its assessment program to quickly access and analyze student performance data. Using Moodle as an e-learning platform assessments are taken online. The Supervisor of Student Achievement inputs the assessment items on the Moodle platform and students use their unique ID and password to access them. After completing the assessments, students are provided with instant feedback on their performance. They use this information to engage their respective instructors in discussion of various topics in that content area. Hence, students take greater control of their learning and are self-driven by their performance.

Moodle also gives instructors the ability to access performance by specific items of an assessment. In this way, they identify and address the areas where individual students have the most difficulty. Immediately after completion, teachers get access to the performance data that is disaggregated by item. Quick analyses are hence facilitated at the classroom and school level to determine whether problems are pervasive or confined to specific classrooms. With this level of individualized analysis a robust response to intervention program is implemented to address individual student needs.

Instructors also use the data in their professional learning communities to discuss ways to improve their lesson design and delivery. With the support of expert consultants in mathematics and language arts literacy, teachers meet to identify the specific needs of their respective students and to solicit input from their colleagues in addressing areas of concern.

In addition to assessments using Moodle, there are also normative assessments for the 9th and 10th graders who take the Measures of Academic Progress (MAP). This adaptive computer-based assessment draws questions from multiple grade levels and dynamically adjusts them based on each student's responses. This adjustment is done to capture a student's position along a continuum, as well as to determine the student's distance from the grade level proficiency marker. The scores are normally available twenty four hours after the assessment is administered. These scores are imported to an Excel file for analysis using the NCLB subgroups, classroom teachers and programs. This assessment process is carried out twice a year to measure and address academic growth.

Apart from school and district driven assessments, instructors also design classroom assessments that are closely linked to the curricula and lessons taught. The use of the multiple measures of assessing students provides a more accurate summary of student achievement so that the school's response to intervention program is effective in addressing deficiencies. This data also informs the work of the Intervention and Referral Services team which meets regularly to address the needs of identified students. The Child Study Team also uses the data in their meeting to evaluate and make adjustments to the Individual Education Plan (IEP) of the special needs students.

West Caldwell Tech recognizes the vital role parents and guardians play in the education of their children. Every effort is used to inform and engage parents in supporting the improvement of their children's performance. Twice in each marking period, a detailed report is mailed to all parents on the performance in each course in which they are enrolled. The report includes grades and feedback comments, along with attendance records. Parents also have web access of more detailed information on specific courses and assignments when they log in to the parent portal of teachers' grade books using their unique ID and password. To encourage students to monitor their progress and take more ownership of their learning, they have access to their performance report in teachers' grade book. In this way, they more readily initiate meetings with their respective teachers to address their performance.

Information on student performance is also shared at district scheduled back to school meetings and during the monthly Parent Teacher Student Association meetings. In addition, the progress of the school, including performance on state tests, is reported to the public at Board of Education meetings.

3. Sharing Lessons Learned:

As a recipient of the School Improvement Grant, West Caldwell Tech was able to implement various programs to enhance the performance of its students that were not previously available to the other schools in the district. These include curricular implementation, instructional design and delivery, effective use of assessment data and targeted professional development. Emphasis was also placed on implementing a robust Response to Intervention system that identifies and addresses the individual needs of students. In these areas, many initiatives were piloted at West Caldwell Tech, some of which have been introduced to the other schools in the district.

To follow the progress of the students in the various instructional programs, it was necessary for the district to offer continuous technical support to the school. As a result, a meeting is scheduled every

Monday morning in which stakeholders - superintendent, district supervisors, union representatives, and school principal are convened to discuss the progress of the school and address potential issues that arise. To encourage transparency, representatives from the teachers association are present at the meetings. Reports are presented by the principal, supervisor of program accountability, supervisor of student achievement and other supervisors on the various programs, including the performance of students. The consistent presence of the district superintendent reinforces the importance of the improvement effort. At risk students are identified and targeted intervention is discussed and recommended. Many issues affecting teachers are also resolved with the presence of the president of the Teachers' Association. Information is shared with teachers by their representatives which fosters a degree of comfort and trust. The regular meetings at the school have reinforced the belief among all administrators and staff that accomplishing the mission of the school is paramount. The model of closely monitoring the progress of all programs with regards to outcomes is used at other schools.

With increased emphasis on turning around the school, there was a need to train the teachers. This posed logistical challenges with regards to their collective bargaining agreement. With support from their Association, teachers have been grouped during their preparation time and assigned to training at specific times during the day. This was a breakthrough for the school and district. The schedule was used to train teachers to better use the Charlotte Danielson's Framework for Teaching to improve instructional practice. The framework is also a major component in the quest to implement a new teacher evaluation system. Teachers have also been trained in writing instructional objectives that reflect high levels of rigor. After succeeding with this model of in-school training, the model was used to train the entire staff at the three other high schools in the district. The response from the teachers was very positive.

The School Improvement Grant has given the school the opportunity to explore new and innovative ways to improve teaching and learning in preparing students with 21st century skills. In particular, the grant is being used to fund a one to one computer program for all students. Much learning is done outside of the classroom, with teachers trying to 'flip' the classroom. Students are more engaged in interdisciplinary projects and communicate frequently with their respective teachers. This program has improved the culture of the school and more students are demonstrating mastery of the state standards. The lessons learned in this school are being replicated in the three other schools in the district. However, funding constraints have limited the scope of the initiative in those schools.

At West Caldwell Tech there is a strong emphasis on the use of data to inform instruction. With the enhanced of technology in the school, many teachers use Moodle as an e-learning platform that is used to provide instructional materials and administer assessments. The software has allowed instructors to provide instant feedback to students with item analysis. With quick feedback, teachers and students are more responsive and make adjustments. Moodle is now being used by many instructors in the other schools.

West Caldwell Tech also opened up the parent portal of the teacher grade book for students and parent to access. This communication initiative has empowered students and parents who have taken a more active role in monitoring of student progress. The success of this initiative led the other three schools in the district to follow West Caldwell's leadership.

4. Engaging Families and Communities:

The engagement of families and the community in the education of students is paramount at West Caldwell Tech. Even though there are enormous challenges in getting parents and guardians to participate in school activities, the school is always pursuing ways to solicit their input and support.

After the 9th graders are enrolled, they and their parents are invited for an orientation to the school in the summer before the beginning of the school year. At this orientation, parents get the opportunity to meet with teachers with whom they will communicate during the school year. They are also informed of the school's expectations, policies and graduation requirements. Many of them join the Parent Teachers Students Association and become more involved in school activities during the tenure of their children.

The PTSA is active and conducts meetings once per month. At these meetings parents are informed of the progress of the school and the activities and programs that enhance the education of their children. They participate in training on topics such as the NJ Core Curriculum Content Standards, the High School Proficiency Assessment (HSPA), Financial Aid and other components of the No Child Left Behind Act. Parents are also briefed by the principal and they have the opportunity to voice their concerns.

In the present school year, the school has opened a parent portal so that students' parents can get online access to the performance of their children. In this way, they can monitor their progress. This strategy has allowed students and parents to take more ownership of the learning process. A dynamic relationship between teachers and the parents is also facilitated. This ongoing communication encourages the continued parental involvement in the school. The school also mails progress reports and report cars to all students on a regular basis to keep them informed.

Throughout the year there are also school events that are inviting for parents and students to attend. These include fund raising activities and food drives that benefit the students. Many activities are facilitated by the Performing Arts teacher. Activities include plays (with dinner) and musicals. For example, in 2010, there was a production to mark the Hispanic Heritage celebration and in 2011 there was a play 'Despierta Ya' (Wake Up) that was attended by many.

The school also participates in community events, especially those in the County. The special needs students volunteer at homeless shelters on a regular basis and hold outreach meetings at other schools to partner with the Division of Vocational Rehabilitation Services (DVRS). Other students recently participated in a Vocal Ensemble of holiday songs for the County. In addition, two students competed statewide in 2011 at the New Jersey Performing Arts Center (NJPAC) featuring original song writing. This generated a lot of support from the community. The teacher is also a regular performer for the community and has recently performed for African American Heritage and Woman's History celebration in the Hall of Records of Essex County.

In addition, there are partnerships with the other stakeholders in the community that support the school. These include companies that employ our students during their senior year and often offer them a career path after graduation. There is also a very close partnership with the Essex County College that offers two courses at West Caldwell Tech in which students receive college credit.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The New Jersey Department of Education (NJDOE) has recommended that students satisfactorily complete a minimum of 120 credits, distributed among the nine major content areas, to be considered for graduation. Through this course work, students gain the requisite academic knowledge and technical and critical thinking skills needed for life and work in the 21st century.

In addition, the New Jersey Core Curriculum Content Standards have been revised to address the needs of the 21st century learner. The 2009 standards present various opportunities for the incorporation of global themes, technological literacy, interdisciplinary connections, and 21st century skills and literacy in curricular design.

Because we are a specialized high school, several options have been considered to meet the NJ course requirements and ensure that students graduate with the knowledge and skills necessary to be productive and self-directed global citizens. At West Caldwell Tech, students obtain approximately 145 credits by the time they graduate, surpassing state recommendations. In order to prepare them for both college and career readiness, the curricula have been designed and implemented, for both academic and technical education programs. The courses are aligned to 2009 NJ Core Content Standards and efforts are underway to align them to the recently adopted Common Core Standards. Additionally, a special emphasis and focus has been devoted to the integration of overarching big ideas, inter-disciplinary connections, technology, critical thinking skills, communication skills, enduring understandings, differentiation of learning, essential questions, and application/transfer of knowledge and skills.

The Language Arts curriculum is robust and challenging. It consists of a four year sequence of courses including Literary Survey, American Studies, American Literature, English III and English IV. There is also an Honors sequence that offers more rigor for the high performing students. These courses include Honors Literary Survey, English IIIA and English IVA. The special education students are benefit from rigorous curriculum as a result of a scope and sequence that integrates the Language Arts Curriculum into the Special Education Language Arts classroom. This integration exposes the self-contained students to the same content as the regular students. In the 2012-13 school year, British Literature will replace English IIIA and in 2013-14 English IV will be replaced by World Literature. These courses incorporate classic, modern, contemporary/modern short stories, novels, poetry and informational text. Students also discuss historical and multicultural perspectives. Supplemental support is also offered with online access to MyAccess Writing and Read 180 with a writing component.

The mathematic curriculum emphasizes the mastery of Algebraic skills with a strong sequence of Algebra courses. These include two years of Algebra 1 which provides students with the skills to master higher level courses. The goal is to prepare students to succeed in the mathematics curriculum which at present includes Algebra 1, Geometry and Algebra II. The school plans to add Trigonometry, Pre-Calculus and Calculus in two years. Courses are also taught using the research-based software, Cognitive Tutor that was developed by Carnegie Learning. At risk students gain academic support with online supplementary programs such as Skillstutor and Catch-up math. Developmental mathematics courses are also offered through a partnership with the County College in which students gain credits in school. The courses prepare seniors for college and any career path they may pursue.

The Science courses are also rigorous and aligned to the New Jersey State Core Curriculum standards. To build a sound foundation for more challenging courses in the upper grade levels, the 9th graders progit from a sound treatment of cross disciplinary concepts Physical Science (Physics and Chemistry), Life Science and Earth Science. In the 10th grade students study Biology after which they are given the Competency Based Biology Test. Students are then enrolled in Chemistry and Physics. Depending on the level of readiness, some students may opt to study Environment Science.

The Social Studies curriculum gives students the opportunity to master major historical topics in the sequence of courses provided. The courses include: World History, US History I and II. The Honors students experience a more rigorous course in American Studies History. To meet the needs of the special needs students, the curricula are modified with input from the instructors. All the courses are required for High School graduation and are aligned to the state standards.

For Performing Arts, school districts can choose to offer students five credits in any of the five areas: Music, Theater, Art, Drama and Speech. Students at West Caldwell participate in Music. Because the course is also offered as part of the career and technical education courses, some students study Music for four years. Many frequently perform at community events.

All students attend Physical Education and Health classes for four years. The courses are carefully sequenced to address the state core content standards. These include Health I, II, III and IV along with Physical Education I, II, III and IV. Topics focused on nutrition are addressed in the Health classes. Despite the challenges, special needs students receive the same instruction in all the courses.

The School Improvement Grant awarded to West Caldwell Tech has given the school the opportunity to emphasize the use of technology in teaching and learning as students are prepared to succeed in the 21st century. With the on-to-one laptop computer program all students are assigned a computer which they use regularly in and out of school. The use of technology is ubiquitous and is reinforced in their courses. In addition, students participate in Business Technology which prepares them for entry level positions and opportunities to pursue careers as bookkeepers, administrative assistants, receptionists, office clerks, and customer service representatives. Courses of study include Keyboarding, Computer Literacy Skills, Information Systems, Accounting, Personal Finance, Business Communications, Entrepreneurship, and General Office Procedures.

All students a foreign language course for at least one year. This graduation requirement calls for students take Spanish I and earn 5 credits.

The above curricula prepare students for college and career readiness. This readiness is evidenced by the many students who pursue careers in a field of study associated with their career and technical program and enroll in institutions of higher learning after graduation. With a strong partnership with the local community college, many students complete college courses while in high school and are offered automatic enrollment.

2. Reading/English:

The English Language Arts curriculum consists of a rigorous sequence of courses that are offered over a four year period. The courses include: Literary Survey, American Literature, English III and English IV. For the higher achieving students Honors Literary Survey and American Studies English are taught in the 9th and 10th grade. For the special education students in sheltered classrooms, a scope and sequence that integrates the general language arts curriculum with the modifications is used. This integration ensures the self-contained students get the same content as the regular education students. In the 2012-13 school year, the English III will be replaced by British Literature for the 11th grade students and in 2013-14, English IV will be replaced by World Literature for the 12th graders. This change will further raise the level of rigor and challenge. Below is a brief description of the various courses.

Literary Survey
Students entering the ninth grade build a foundation in fiction, drama, poetry, mythology, and literary nonfiction. In addition, they analyze literature from various angles, to view literature in historical context, and to observe connections between literature and the arts. Students also engage in structured discussions that examine philosophical questions that arise in certain works, including poetry.

American Studies English
American Studies integrates History with Language Arts in an interdisciplinary curriculum and builds upon the skills and knowledge acquired in 9th grade Language Arts. Students develop skills in reading, writing, speaking, listening, viewing, and media literacy. The course is designed with a thematic approach, which includes: identity and American origins, myths and realities of early America, Latino literature, the state, freedom and individualism, emerging tensions, and changing times, African American history month, women's literature.

American Literature
American Literature is devoted to a study of American literature from the colonial period to the late twentieth century. Because much of the early literature is nonfiction, there are many opportunities to analyze historical and informational texts. Students come to see the fluid relationship between fiction and nonfiction. By the end of the course students have a foundation in American literature and are ready to branch out into British Literature, which they study in eleventh grade.

British Literature
British Literature focuses on literature from the Middle Ages to the present. Students consider prominent themes for each time period. In their essays and discussions, students may relate a work to its historical circumstances, trace a symbol through a work or works, or consider a moral or philosophical question. Writing assignments include essays and research papers. Students are being taught to be critical thinkers, readers, and effective writers. Students focus on the writing skills needed to be successful in the course and later in college.

World Literature
In this course students study literature from around the world that allows for close study of literary works, as well as consideration of historical and cultural context. The focus is not only on geographical regions, but also on themes and literary forms that pertain to them. Students grasp the relationship between local concerns and universal questions. They become aware of the authors' views of literature itself—its forms, peculiarities, language, and relationship to reality. Throughout the year, students take part in seminars, write essays, and deliver speeches. Students improve in their quest of becoming critical thinkers, readers, and effective writers.

Because most students enter the 9th grade with reading skills below grade level, a strong emphasis is placed on improving reading in all courses. Students are frequently assessed and identified early if they need academic support. Support is not only provided during their regular classes but also during the increased learning time program after school. Students in the special needs subgroup use the research-based online supplemental program, READ 180 to enhance their skills. In addition, the one-to-one laptop program provides access to more content that improves reading.

The students gain from a robust response to intervention system that quickly identifies and addresses the needs of struggling readers. The weekly meetings of district and school leaders are held where progress of the students is discussed and monitored. In addition, the Child Study Team works closely with the students, parents and staff to ensure the success of students.

3. Mathematics:

The mathematics curriculum is designed to address the various needs of the student population. Courses are customized to serve the needs of regular education and special needs students, many of whom are in self-contained classrooms. The sequence of courses emphasizes a sound foundation of Algebra, the gateway course. Courses include Algebra 1, Geometry, Algebra II, Pre-Calculus and Calculus. The Honors students are challenged with Honors Algebra 1, Honors Geometry and Honors Algebra II. The curricula are modified for the special needs students with some students starting with Pre-Algebra. There is also a development course that students complete for college credit. A brief description of the courses follows:

Algebra 1 and Honors Algebra 1
This course focuses on the learning of linear patterns and functions. Other areas of focus include number sense and operations, algebraic expressions and operations, linear relationships, quadratic functions, exponential functions, data and statistical analysis, and probability. the honors course is designed for students in an accelerated program and focuses on the study of the aforementioned topics with greater depth and scope.

Algebra 2 and Honors Algebra 2
In this course students demonstrate a conceptual understanding of the properties and operations of real and complex numbers. Areas of focus include operations on numbers and expressions, equations and inequalities, polynomial and rational functions, exponential functions, function operations and inverses, and matrices. the honors course is designed for students in an accelerated program and focuses on the study of the aforementioned topics with greater depth and scope.

Geometry and Honors Geometry
In this course students address essentials of geometry, reasoning and proof, parallel and perpendicular lines, congruent triangles, relationships within triangles, similarity, right triangles and trigonometric ratios, properties of quadrilaterals, transformations, properties of circles, measurement, surface area and volume of solids. the honors course is designed for students in an accelerated program and focuses on the study of the aforementioned topics with greater depth and scope

Trigonometry
In this course students address trigonometric ratios and functions, approximate values, angles and right triangles, trigonometric identities, functions of two angles, half angle identities, graphing trigonometric functions, solving trigonometric equations, inverse functions and trigonometric equations, logarithms, solving oblique triangles, vectors, complex numbers, and polar coordinates.

PreCalculus
This course focuses on the study of logarithmic functions, trigonometric functions, conic sections, and sequences and series, probability, and data and statistics. in this pre-calculus course, students will address logarithmic functions, trigonometric functions, conic sections, sequences and series, data and statistics, and probability.

Calculus
This course deals with calculating and exploring things that change at variable rates. The major concepts of calculus include limit, derivative, and integrals. Students will explore each concept in four different ways: graphically, numerically, algebraically, and verbally emphasizing the connections and applications. In this Calculus course, students will address functions, graphs, and limits, derivatives, and integrals.

Introduction to College Algebra
This course provides a working knowledge of college-level algebra and its applications. Emphasis is placed upon the solution and the application of linear and quadratic equations, word problems, polynomials, and rational and radical equations. Students perform operations involving real numbers and polynomials and simplify algebraic, rational, and radical expressions.

Because most students perform below grade level in mathematics when they are enrolled in the 9th grade, strong emphasis is placed on providing timely academic support for students to improve their skills and perform at grade level. With the school's comprehensive assessment program, at risk students and identified early and an intervention plan is implemented early. Students are not only provided targeted support during their regular classes but also during the increased learning time program after school. Select students who continue to struggle in the 11th and 12th grade are provided with additional instruction in mathematics during part career and technical education classes. Students also have online access to supplemental programs such as Skills Tutor and Catch-Up math. In addition, the one-to-one laptop program provides access to more resources and immediate feedback that improves students' mathematics skills.

Students raise their performance as a result of higher expectations. With targeted instruction offered in small groups and the addition of regular education students, the inclusion special needs students learn in a more challenging environment. Local and statewide testing with anecdotal evidence showed that students try harder and have done very well over the past few years. Instructors make math relevant to the students by using a variety of developmentally appropriate methods. They incorporate hands-on manipulatives, small group projects, and technology through the use of interactive white boards and laptops. The use of technology allows instructors to deliver complex mathematical concepts to diverse learners and make real life connections to the world.

4. Additional Curriculum Area:

The Science curriculum places heavy emphasis on preparing students for college and careers. The skills learned in this program address the core mission of the school which is to prepare students for further education or job placement leading to successful employment. The courses are rigorous and aligned to the New Jersey State Core Curriculum standards. To build a sound foundation for more challenging courses in the upper grade levels, the 9th graders receive sound treatment of cross disciplinary concepts in Physical Science (Physics and Chemistry), Life Science and Earth Science. In the 10th grade students take Biology after which they may be given the Competency Based Biology Test. Students are then enrolled in Chemistry and Physics. Depending on the level of readiness, some students may opt to study Environment Science. These courses prepare students for higher level courses in college. A brief description of the courses follows:

Integrated Science
In this course students experience the problems and challenges of real world events and phenomena as well as an understanding of how the sciences are conceptually connected. Laboratory experiments, active participation, and hands-on activities are part of this learning experience. Emphasis is placed on developing inferential skills, utilizing the scientific method to solve problems, and discovering various phenomena in science. Students learn to measure motion, energy and heat and classification of matter. They also study heredity and genetics, ecosystems, evolution and diversity, processes that make Earth a living planet, and energy in the Earth system.

Biology
This course provides students with basic knowledge of the fundamental concepts of biology and their application to everyday real life situations. The methodologies employed include teacher demonstrations, laboratory experiments, model making, audiovisual aids, research investigations, and student reports which shall serve the overall purpose of unifying concepts, problems, topical issues and applications of Biology.

Chemistry
Upon successful completion of Chemistry, students are able to employ the scientific method to evaluate and analyze data and demonstrate an understanding of scientific theory. Additionally, students have the intellectual capacity to use prior knowledge of subjects across the curriculum to illustrate an understanding of the impact of scientific knowledge on society. The course addresses the structure and properties of matter, chemical reactions, motion and forces as applied to chemistry, energy transformation as applied to chemical reactions, and properties of materials found on earth.

Environmental Science
The 21st century themes and skills outlined in this curriculum are addressed through the topics of sustainability, population/urbanization, and management of the commons, waste management, and energy. In this course, students learn about Economics and Environmental Policy, Earth's Environmental Systems, Human Population, Environmental Health, Urbanization, Forestry and Resource Management, Soil and Agriculture, Mineral Resources and Mining, Water Resources, The Atmosphere, Global Climate Change, Nonrenewable Energy, Renewable Energy and Waste Management.

Physics
Some of the major topics studied in this course include: acoustics, atomic physics, cryogenics, electromagnetism, elementary particle physics, fluid dynamics, geophysics, mathematical physics, mechanics, molecular physics, nuclear physics, optics, plasma physics, quantum physics, solid state physics, statistical mechanics, and thermodynamics. Emphasis is placed on a basic knowledge of the fundamental concepts of Physics and their application to everyday real life situations. Students explore possible careers in Physics and other related fields. The methodologies employed include teacher demonstrations, laboratory experiments, model making, audiovisual aids, research investigations, and student reports.

5. Instructional Methods:

West Caldwell Tech has a diverse student population. Over 60% of those enrolled are in the special needs subgroup and over 80% receive free or reduced lunch. To address the learner needs of the students, instructional programs have been tailored to serve them. For the regular education students there are two programs of study - general and honors. The special needs students are served in inclusion and self contained classrooms. Through multiple measures of assessments students are identified and scheduled in each course of study and are provided with instruction by highly qualified teachers.

For the high achieving students, concepts are explored in greater depth and scope. Instructors facilitate student learning through small group instruction and independent projects. In mathematics for example, the instructor may use the Cognitive Tutor to address topics in Algebra 1 and Geometry. Content of similar challenge may be presented by the instructors of the Honors English courses. These students also participate in the more rigorous career and technical education classes such as Business Technology, Graphic Arts and Automotive Technology. Students who struggle in their courses are identified early and meet with their teachers to get individual support.

To address the challenging needs of the special needs students, the Special Education department works collaboratively with the Language Arts, Social Studies, Science and Math departments to design scope and sequences of curricula for all grade levels. The curricula are modified to suit the needs of these students and are aligned to the state standards. Students are either scheduled in regular education classrooms in an inclusion model or are scheduled in self-contained classrooms. In each learning environment, students are provided with high quality instruction using specialized resources. For example, to improve reading, special education students use the research-based online program, READ 180, which has proved to be successful. There is also a writing component that improves students writing skills. In World Language students use Rosetta stone to learn at their own pace.

Students with severe cognitive challenges are scheduled in the transition center where they learn valuable life skills that help them to function successfully in society. Instructors collaboratively plan the learning activities that simulate real life situations. They frequently take these students on field trips and facilitate their participation in volunteer work in the community. Career and technical education classes are also designed to serve these students. For example, students take Supermarket Career as a class and gain valuable real experience in a working environment. Other courses that give students authentic structured learning experiences include Community Living, Work Readiness and Office Maintenance.

The school emphasizes the use of technology to enhance teaching and learning. With the one-to-one laptop program students have access to numerous resources. To improve their performance in mathematics they can access programs such as Skills Tutor, Catch Up math and Khan Academy. In language arts, student use the My Access writing program. In the increased learning program, students receive differentiated instruction for an hour after school completing courses in Academic Bridges in math and language arts. In addition, struggling students in the 11th and 12th grade receive individual instruction for one period a day during their career and technical education classes.

6. Professional Development:

With school turnaround being the central focus of all stakeholders, there is a strong emphasis on high quality, ongoing professional development to all instructional staff throughout the year. The school and district devote resources to content-rich professional development that is connected to the vision and goals of the school.

A central focus has been the use of technology to enhance teaching and learning. With the implementation of the one to one laptop initiative, it was incumbent on the school to train teachers on the use of the various forms of technology to that is available to students. Teachers were initially trained in small groups and then supported throughout the year with personalized coaching. With this targeted support, teachers are able to use an e-learning platform, Moodle to create and share content, along with administering assessments and getting quick feedback on assessment results. This promoted quick turnaround with the teachers using the performance data to inform instructional practice. Smart board technology is also incorporated in the training as well as the use of document cameras and graphing calculators. In addition, the use of latest software has enabled teachers to 'flip' the classroom in many content areas in trying to create a 21st century learning environment. These initiatives are facilitated and made more seamless with a resident technology coach in the school.

Instructors also engage in collaboration with each other in their respective professional learning communities. With over 60% of the students classified as special needs, some of whom are in regular education (inclusion model) classes, special needs and regular education teachers meet to discuss ways they can learn from each other in addressing the needs of their respective students. They share instructional strategies, best practices and work together to improve their craft. Discussions also center on using disaggregated student performance data to improve instruction and selecting intervention strategies to address individual deficiencies.

For newly hired teachers there is a robust mentoring program where ongoing support is provided to the teachers. Veteran teachers serve as mentors to specific new instructors throughout the year. Together with frequent in-school meetings, there are also monthly feedback sessions with mentors and mentees at the district level with key members of the professional development committee. This support has not only improved the success of the new teachers but has improved the teacher retention rate at West Caldwell Tech.

With funding from the School Improvement Grant, the school was able to recruit outside expert consultants in the core content areas. The consultants delivered demonstration lessons to targeted staff on effective pedagogical strategies using various content related topics. Teachers observe the lessons and then use this experience to plan lessons with input from the consultants. Consultants also observe teachers and give them meaningful feedback in coaching sessions. They also provide in-class support to instructors so that they can improve their instructional design and delivery.

A resident Supervisor of Student Achievement in the school is able to provide targeted training to teachers on various aspects of teaching - content, pedagogy and the use of technology to deliver content. He is in a unique position to observe all instructors and provide one-to-one feedback to them. This includes the academic and career and technical education teachers. The professional development initiative has allowed for the integration of the two programs, which also contributes to the improvement of student outcomes.

As a professional development initiative teachers also engage in revising and aligning the various curricula to the common core standards. This gives them further opportunities to be knowledgeable of the standards as they prepare students for career or college readiness.

To further enhance instructional practice, instructors also have the latitude of pursuing training outside of the district. To encourage instructors to capitalize on this opportunity, the cost of the training is absorbed

by the school. Many teachers take advantage of this initiative and gain valuable training to improve their craft.

7. School Leadership:

As a recipient of the School Improvement Grant, West Caldwell Tech is required to implement the required activities of the transformation model, the reform model that was selected. This has allowed the district to recruit and appoint a new principal along with the appointment of a Supervisor of Student Achievement to provide effective leadership to the school. The new school leaders were trained and recruited from within the district. They are very familiar with the beliefs, tradition and culture of the district and school and their transition from their previous leadership roles has been smooth and effective.

As the leader of the school, the principal is charged with leading the entire reform effort within the school. The Board of Education has given the principal the autonomy to make the necessary changes that positively impact the school. This includes changes in scheduling, staffing needs and budgeting. He is a hands-on leader who works closely with all stakeholders to ensure all the programs are implemented successfully with the singular focus on improving student outcomes. He is always visible around the school and visits classrooms regularly to stay in touch with staff and students; he rarely is he seen in the principal's office.

The district is committed in providing support to the school. Weekly meetings are convened with the district and school leadership teams to discuss and monitor the progress of the students in the various programs. At these meetings, the principal and Supervisor of Student Achievement report on the progress of the students and the challenges experienced in implementing programs -instructional, assessment and professional development. With the superintendent at the meeting, decisions are made expeditiously to move the reform forward. With his presence there is also immediate access to resources and information that are crucial to addressing challenges that may arise.

The district and school also recognized that the level of instructional quality is directly linked to the performance of students. To improve the quality of instruction, the leadership team has emphasized the use of a coaching model to support instructors. Administrators are assigned to specific members of staff with whom they work closely in providing support and feedback on their instructional delivery. Use of student performance data to inform instructional planning is emphasized at the coaching sessions. In particular, administrators typically ask instructors three questions: What have you discovered? What do you plan to do next? (What strategies will you keep the same and what will you change?) and What recommendations would you give to your colleagues, students and school leaders for the benefit of others? These questions foster deep conversations about individual student needs and on improving instructional practice. Subsequent follow up and support is also provided throughout the year.

The leadership team also conducts learning walks to measure the effectiveness of its practice. Feedback is used to ascertain the degree of success of the leadership (and not necessarily that of the instructors) in its communication to staff. For example, the learning walk may focus on the quality and appropriateness of learning objectives for a particular grade level. Data is collected and analysis done in order to identify and address trends. Follow up training and coaching is done to ensure success in on that particular initiative.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 11 Test: High School Proficiency Test/APA

Edition/Publication Year: State Standardized Test Publisher: Measurement Inc

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Prof & Ad Prof	69	63	44	24	24
% Ad Prof	8	2	2	0	0
Number of students tested	49	46	50	38	38
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6	6	3	3	6
Percent of students alternatively assessed	12	13	6	8	16
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Prof & Ad Prof	63	65	45	24	24
% Ad Prof	5	0	0	0	0
Number of students tested	38	40	38	29	34
2. African American Students					
% Prof & Ad Prof	69	45	45	25	25
% Ad Prof	5	5	0	0	0
Number of students tested	19	22	15	23	30
3. Hispanic or Latino Students					
% Prof & Ad Prof	68	73	40	14	14
% Ad Prof	5	5	0	0	0
Number of students tested	19	22	15	11	7
4. Special Education Students					
% Prof & Ad Prof	56	52	24	24	34
% Ad Prof	3	3	0	0	0
Number of students tested	32	31	34	20	32
5. English Language Learner Students					
% Prof & Ad Prof					
% Ad Prof					
Number of students tested					
6.					
% Prof & Ad Prof					
% Ad Prof					
Number of students tested					
NOTES:					

12NJ1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 11 Test: High School Proficiency Test/APA

Edition/Publication Year: State Standardized Test Publisher: Measurement Inc

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Prof & Ad Prof	80	70	44	36	24
%Ad Prof	2	2	6	0	0
Number of students tested	49	46	50	38	38
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6	6	3	3	6
Percent of students alternatively assessed	12	13	6	8	16
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Prof & Ad Prof	63	70	45	25	25
%Ad Prof	3	3	0	0	0
Number of students tested	38	40	38	29	34
2. African American Students					
% Prof & Ad Prof	73	60	48	29	25
%Ad Prof	0	5	0	0	0
Number of students tested	26	20	29	23	30
3. Hispanic or Latino Students					
% Prof & Ad Prof	79	73	33	14	14
%Ad Prof	5	0	0	0	0
Number of students tested	19	22	15	11	7
4. Special Education Students					
% Prof & Ad Prof	66	55	21	26	24
%Ad Prof	3	0	0	0	0
Number of students tested	32	31	34	20	32
5. English Language Learner Students					
% Prof & Ad Prof					
%Ad Prof					
Number of students tested					
6.					
% Prof & Ad Prof					
%Ad Prof					
Number of students tested					
NOTES:					

12NJ1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
% Prof & Ad Prof	69	63	44	24	24
% Ad Prof	8	2	2	0	0
Number of students tested	49	46	50	38	38
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6	6	3	3	6
Percent of students alternatively assessed	12	13	6	8	16
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Prof & Ad Prof	63	65	45	24	24
% Ad Prof	5	0	0	0	0
Number of students tested	38	40	38	29	34
2. African American Students					
% Prof & Ad Prof	69	45	45	25	25
% Ad Prof	5	5	0	0	0
Number of students tested	19	22	15	23	30
3. Hispanic or Latino Students					
% Prof & Ad Prof	68	73	40	14	14
% Ad Prof	5	5	0	0	0
Number of students tested	19	22	15	11	7
4. Special Education Students					
% Prof & Ad Prof	56	52	24	24	34
% Ad Prof	3	3	0	0	0
Number of students tested	32	31	34	20	32
5. English Language Learner Students					
% Prof & Ad Prof	0	0	0	0	0
% Ad Prof	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
% Prof & Ad Prof	0	0	0	0	0
% Ad Prof	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12NJ1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
% Prof & Ad Prof	80	70	44	36	24
% Ad Prof	2	2	6	0	0
Number of students tested	49	46	50	38	38
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6	6	3	3	6
Percent of students alternatively assessed	12	13	6	8	16
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Prof & Ad Prof	63	70	45	25	25
% Ad Prof	3	3	0	0	0
Number of students tested	38	40	38	29	34
2. African American Students					
% Prof & Ad Prof	73	60	48	29	25
% Ad Prof	0	5	0	0	0
Number of students tested	26	20	29	23	30
3. Hispanic or Latino Students					
% Prof & Ad Prof	79	73	33	14	14
% Ad Prof	5	0	0	0	0
Number of students tested	19	22	15	11	7
4. Special Education Students					
% Prof & Ad Prof	66	55	21	26	24
% Ad Prof	3	0	0	0	0
Number of students tested	32	31	34	20	32
5. English Language Learner Students					
% Prof & Ad Prof	0	0	0	0	0
% Ad Prof	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
% Prof & Ad Prof	0	0	0	0	0
% Ad Prof	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12NJ1